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Faculty Senate Monthly Packet April 2001

Portland State University Faculty Senate

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PORTLAND STATE
UNIVERSITY
FACULTY SENATE



TO: Senators and Ex-officio Members to the Senate
FR: Sarah E. Andrews-Collier, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on April 2, 2001 at 3:00 p.m. in room **53 CH**.

AGENDA

NOTE: The following Order of Business, effective for six meetings, is instituted by the Steering Committee pursuant to the charge of the Senate at the March 5, 2001 meeting.

- A. Roll
- *B. Approval of the Minutes of the March 5, 2001 Meeting
- C. Brief Announcements
- D. Faculty Senate Discussion Item
- E. Unfinished Business
 - *1. Amendment to the Constitution, *Article IV, 4., 4) Standing Committees and Their Functions*
- F. New Business
 - *1. Amendment to the Constitution, *Article IV, 4., 4) I, Budget Committee*
 - *2. Graduate Council Proposals - Eder
- G. Announcements and Communications from the Floor
Provost's Report
- H. Question Period
 - 1. Questions for Administrators
 - 2. Questions from the Floor for the Chair
- I. Reports from the Officers of Administration and Committees
 - *1. Academic Requirements Committee Annual Report - Kris Kern
- J. Selection of Discussion Item for May 2001 Meeting
 - *1. Athletics at PSU: Budgetary and Other Considerations - Crawshaw
- K. Adjournment

***The following documents are included with this mailing:**

- B Minutes of the March 5, 2001 Faculty Senate Meeting
- E1 Amendment to the Constitution, *Article IV, 4., 4) Standing Committees and Their Functions*
- F1 Amendment to the Constitution, *Article IV, 4., 4) I, Budget Committee*
- F2 Graduate Council Proposals
- I1 Academic Requirements Committee Annual Report
- J1 Debate Item Proposal: Athletics

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, March 5, 2001
Presiding Officer: Judith Patton
Secretary: Sarah E. Andrews-Collier

Members Present: Ames, Balshem, Barham, Beasley, Becker, Bjork, Bleiler, Bodegom, Brennan, Brenner, Brodowicz, Carpenter, Carr, Carter, Crawshaw, Cummings, Dieterich, Eder, Ellis, Elteto, Faine, Falco, Feldesman, Fisher, Fortmiller, Fosque, Franz, Friesen, Glanville, Gelmon, Gilbert, Harmon, Herrington, Heying, Hoffman, Holloway, Hopp, Hunter, D.Johnson, Kenny, Kern, Koch, Latiolais, Lewis, L. Mercer, R. Mercer, Miller-Jones, Morgan, Neal, O'Grady, Palmeter, Patton, Peterson, Rectenwald, Rosengrant, Rueter, Sestak, Sherman, Shinn, Shireman, Shusterman, Squire, Tableman, Talbott, Thompson, Trowbridge, Turcic, Walsh, Wang.

Alternates Present: Masterson for Brennan, Kosuge for Erskine, Chapman for Ingersoll, Grathoff for A.Johnson, Rad for Lall.

Members Absent: Anderson, Barton, Brown, Buddress, Cabelly, Chaille, Chapman, Chenoweth, Collins, Daasch, Farr, Feeney, George, Hagge, L.Johnson, Kiam, Philbrick, Reece, Rogers, Skinner, Sussman, Wosley-George, Yatchmenoff.

Ex-officio Members Present:

Allen, Andrews-Collier, Bernstine, Diman, Feyerherm, Kaiser, Kenton, Lieberman, Pernsteiner, Pratt, Rhodes, Sylvester, Tetreault, Withers, Ward.

A. ROLL CALL

B. APPROVAL OF THE MINUTES

The Minutes of the February 5, 2001, Meeting were approved as published.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

ADDED to Today's Agenda:

F.1. Discussion of Advising Action Council Recommendations

CHANGES IN SENATE/COMMITTEE APPOINTMENTS SINCE JANUARY 8, 2001:

Academically Controlled Auxiliary Activities Committee: Richard Hunter (SSW) appointed.
 Committee on Committees: Rodney Rogers (SBA) elected by SBA caucus.
 Curriculum Committee: Beverly Fuller (SBA) replaces Sherril Gelmon as chair,

Rebecca Robinson (XS) appointed, Lafferrière (CLAS) appointed, Emily de la Cruz (GSE) appointed, Stephen Walton (CLAS) appointed, Jan C. Semena (UPA) appointed.

Deadline Appeals Committee: Wendy Stewart (LIB) appointed Chair.

Graduate Council: Roy Koch (CLAS/ESR) to replace Scott Burns, Michael Bowman (LIB) appointed, Sandra Wilde (GSE) appointed, Steve Harmon (XS) appointed, Bob Eder (SBA) reappointed Chair.

Library Committee: Tim Anderson (Engineering) appointed Chair; Pelin Basci (CLAS/FL) appointed; Dave Holloway (CLAS/ENG) appointed.

Scholastic Standards Committee: Tom Dietrich (CLAS/APL) reappointed Chair; Candyce Reynolds (UNST) appointed; Angela Garbarino (AO) appointed.

Stott Center Advisory Board: Tom Pfingsten appointed Chair.

Student Conduct Committee: Joe Poracsky (CLAS/GGR) appointed to fill vacancy.

Teacher Education: Marge Enneking (CLAS/Mth) appointed MTH representative.

University Planning Council: Mindy Holliday, SSW has resigned eff. March 1, 2001; Rick Vrana (CLAS/Geog) filling vacancy; Barb Guthrie (XS) filling vacancy.

President's Report

BERNSTINE distributed copies of his recent publication, *A Vision for 21st Century Portland State University* (attached), and noted it is posted on the PSU Urban Portfolio Page web page, www.portfolio.pdx.edu. BERNSTINE noted that this a time to continue our momentum from successes gained in the last legislative session. We must continue to target our investments strategically, build on partnerships and innovations already started, and invest in faculty creative teaching and research.

OTHER ANNOUNCEMENTS:

CRAWSHAW was recognized to make an announcement. He reminded Senators to submit questionnaires his group distributed related to University Studies.

D. QUESTION PERIOD

None

E. REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

1. NCAA Division I Accreditation

DIMAN, reporting after E3, discussed the scope of faculty participation in the process, and the chronology of the accreditation process, which commenced Fall 2000. The PSU accreditation team is coordinated by Diman, and membership includes President Bernstine, Presidential Assistant Diman, NCAA Representative Robert Lockwood, Athletic Director Tom Burman, Interim AFM Director Annie Gubitosi-White, OIRP Director Kathi Ketcheson, Asst. to the President Clarence Hein, and

several students. There are four subcommittees, governance and commitment to rules and compliance, academic integrity, fiscal integrity, and compliance. When the draft report is completed this Spring, it will be presented to the university community for general comment.

BRODOWICZ asked what would be the consequences of a negative review. DIMAN stated it would indicate problems that would require addressing during the next cycle to prevent non-certification, in a similar manner to the university's accreditation process.

DIMAN closed with a request that the faculty participate in the process.

2. University Planning Council Quarterly Report

RITCHIE presented the report for University Planning Council.

The Presiding Officer accepted the report for the Senate.

F. UNFINISHED BUSINESS

1. Discussion of Advising Action Council Recommendations

ELLIS requested the floor for Kathleen Smith, Co-Chair of the Council, to review progress since the last Senate meeting.

SMITH commenced by thanking the Senate for their interest in the issue, and noting that there is good advising going on at the university. Changes resulting since the last Senate meeting include establishing an Implementation team, and replacing the designated student fee with a budgetary line item. There are crucial issues still to be examined by the proposed Implementation team. They include the overarching concern as to how resources are distributed to central advising and departments, and what are rewards, both for units and individuals. As Robert Mercer said, "what you get for good advising is more advisees." Other concerns are what is meant by "mandatory" advising and for whom it is mandatory, and what "checkpoints" should be established. Another issue is how to code such folks are pre-med students in the Banner system. Lastly, additional issues are expected to surface. Therefore, the pilot program, which would most likely prompt additional response from the Implementation team, is recommended.

REUTER asked if mandatory advising had been decided upon. SMITH stated she believed that was not an issue because it is already the case that degree-granting programs provide their major advising. REUTER stated that resources need to following advising assignments, and SMITH agreed.

ELTETO noted it was prudent to remove the advising fee and thanked the committee for this action.

LATIOLAIS asked for a clarification on the implication of mandatory advising, for example, the imposition of sanctions. SMITH stated the committee feels there should be no registration holds placed on student progress, but acknowledged there are many who disagree with that. MILLER-JONES asked for a clarification regarding centralization and resources. SMITH noted that the report recommends new monies and the Implementation team will deal with the resources issue. SCHUSTERMAN asked if the mechanism is available to document advising in the event it becomes mandatory. ALLEN stated it is. _____ stated that mandatory advising without sanctions is pointing an empty gun.

BLEILER stressed his concern about the role of centralized advisors, if they can't be literate on all majors. PETERSON noted that central advising set back his progress in determining his career and undergraduate major. BECKER reminded that central advising is only recommended until the major is declared. PETERSON noted that his experience was with general advising, not major advising. BLEILER reiterated that we are asked a great deal of central advising.

MERCER noted that general advisors can help even in fields where they have no expertise, but to improve advising, the university will have to place greater weight on the activity in P&T decisions. SMITH noted that the committee was advised that altering the P&T Guidelines was a political impossibility. FOSQUE noted that the use of merit money for required positions is antithetical. BLEILER noted that departmental P&T committees should determine merit, not have it legislated from above. CRAWSHAW noted that advising is one of many activities deserving or reward.

SESTAK asked for a response to two questions, what is the timeline for commencing the pilots and from there, to full implementation, and how will we address the issue of pre-registration advising and the tracking for it. LIEBERMAN noted that pilots are tentatively scheduled to commence spring 2001, and continue through next year.

ELLIS/HOLLOWAY MOVED the Senate adopt the motion as presented by Ellis (attached).

THE MOTION PASSED by unanimous voice vote.

The Presiding Officer thanked Chairperson Smith for her assistance.

G. NEW BUSINESS

1. Proposed Amendment to the Constitution, *Article IV, Sec. 4., 4) Standing Committees and Their Functions*

D.JOHNSON/R.MERCER moved the proposed amendment, which was recommended by the Advisory Council at the previous Senate meeting.

RUFOLLO asked for a clarification on the amendment. PATTON stated this page contains the existing language including the small portion lined out. D.JOHNSON stated the proposal was suggested by Advisory Council to eliminate ambiguous language.

FOSQUE requested the Senate consider correlating the "his/her" language in each of the descriptions. There was no other discussion.

The Presiding Officer, in accordance with the Constitution of the PSU Faculty, *Article VIII. Amendments*, directed the Secretary to the Faculty to transmit to the Advisory Council the Proposed Amendment for review and reply before the next meeting of the Faculty Senate.

2. Curriculum Committee Proposals

FULLER presented the proposals. HEYING indicated that there is an error in the CUPA course proposal, page 8, "2. USP 493 Green Economics," which is actually USP 490 Green Economics and Sustainable Development, and USP 493 Advanced GIS Applications. The correct course descriptions are listed in, "G3", the Graduate Council proposal for those courses.

R.MERCER/J.REUTER MOVED THE SENATE APPROVE the program changes listed in G.2, for Biology, Chemistry, Environmental Studies, Geology, Physics, and Public Health Education.

THE MOTION PASSED by unanimous voice vote.

R.MERCER/AMES MOVED THE SENATE APPROVE the course changes listed in G.2, for Liberal Arts and Sciences, Urban and Public Affairs, Business Administration, and Fine & Performing Arts.

THE MOTION PASSED by unanimous voice vote.

R.MERCER/AMES MOVED THE SENATE APPROVE the University Studies Course Clusters changes.

THE MOTION PASSED by unanimous voice vote.

3. Graduate Council Proposals

EDER presented the proposals, including the following correction of the course description for PHE 456/556 Health Aspects of Aging (4):

"Examination of health-related changes that occur with aging. Review of current scientific literature with an investigation of physiological mechanisms responsible for changes in functional capacity throughout life. Explores the role of physical activity and nutrition in healthy aging. Prerequisites: PHE 250/295 or equivalent."

MERCER/AMES MOVED the Engineering & Computer Science program change in Computer Science, course proposals and certificate in Systems Engineering.

THE MOTION PASSED by unanimous voice vote.

BLEILER/MERCER MOVED the Fine & Performing Arts course proposals.

THE MOTION PASSED by unanimous voice vote.

MERCER/AMES MOVED the Urban & Public Affairs program changes and course proposals.

THE MOTION PASSED by unanimous voice vote.

4. Proposed Amendment to the Constitution, *Article IV, Sec. 3, 4) Order of Business*

The Presiding Officer noted that the proposal in the mailing is language from the By Laws, however, the intent was to amend the constitution. Therefore, the Secretary to the Faculty has prepared an amendment proposal (overhead).

CRAWSHAW presented the proposal noting two primary purposes, to move action items to an earlier time in the Senate meeting, and to encourage an optimal form of Senate examination of university-wide items of importance. For example, as regards the latter, a committee chair presenting a recommendation is primarily only representing the majority view.

HOLLOWAY noted his inclination is to trust the Steering Committee to re-order the Order of Business depending on the circumstances, and select and schedule the discussion items through its regular procedures, as many issues have only one, or more than two positions.

BECKER requested clarification of how issues are selected. CRAWSHAW indicated it would be based on Senate initiative. It is intended to be self-corrective.

HEYING suggested that, instead of proposing a constitutional amendment at this point in time, the Senate implement a pilot of the proposal for the next several meetings.

TETREAULT asked if the intent is to remove administrators from the Agenda, as they are not indicated in the proposal. Crawshaw stated that is not the intent; they are not listed on the document as it stands now.

SHINN requested clarification of the proposals. CRAWSHAW stated there are two items, to move action items forward, and to try another approach for presenting issues to optimize information exchange.

HEYING/D.JOHNSON MOVED the Senate suspend rules having to do with Order of Business for the next six Senate meetings, and charge the Steering Committee to implement an interim Order of Business along the lines of the proposal.

THE MOTION PASSED by unanimous voice vote.

H. ADJOURNMENT

The meeting was adjourned at 4:32 p.m.

A Vision for 21st Century Portland State University

Daniel O. Bernstine, President

A large sky-bridge sign greets visitors to our campus and announces our motto: "Let Knowledge Serve the City." It signals that Portland State University is an integral part of the community, and that the creation, transmission, and application of knowledge is central to what we do. This interplay of knowledge and community guides our work in the state, the nation, and around the globe.

Our motto reflects an important part of my vision for Portland State--a university so thoroughly engaged with its community that people throughout the region refer to it as "our university." Portland mayor Vera Katz and I believe that a "great city and a great university" go hand in hand. The University has coined the term, "Metropolitan Collaborative Model," to describe our efforts to build this greatness together through alliances with educational, cultural, civic, social, business, and high tech partners. Using this model to guide us, I envision a future physical and intellectual landscape that encourages the free flow of talents and resources between the University and the community.

In planning the physical landscape of our future, we are taking cues from today's successes. Our new Urban Center and Plaza, the first university building completed in the 21st century, provides a gateway between the city and the University. The new complex has roots in the 1996 agreement entitled "A Metropolitan Compact: Portland and Its Urban University." With state-of-the-art distance learning classrooms and public transportation traversing its public plaza, the Center is a model for future facilities in our campus plan.

The future intellectual landscape that I imagine also builds on partnerships and innovations already begun. Academic program design will reflect the changing world and new fields of knowledge. It will benefit from the lessons we have learned in our interdisciplinary and interinstitutional graduate programs and research activities, nationally-recognized University Studies program, integrated community-based learning opportunities and traditional disciplinary programs of distinction.

One of the characteristics of our great university of the future is the quality of the faculty, staff and students who inhabit it. Faculty for the 21st century will represent the diversity of our world and engage students in innovative teaching and learning, the creation of new research agendas and products, and the development of mutually beneficial partnerships. It will be a place that opens its doors to an increasing number and diversity of students while continuing to ensure that each of them has an educational experience that prepares them to fulfill their aspirations throughout a life-time of learning. This institution of the future is accountable and able to demonstrate student learning outcomes through student portfolios and assessment practices.

An element that continues to characterize this University is its willingness to take risks and provide opportunities for faculty and students to be creative and experimental. This spirit, in partnership with external support, will enable us to achieve our vision of a great university for the 21st century--a fusion of the best of academic tradition and intellectual innovation.

Motion to Faculty Senate

Presented by Walt Ellis

March 5, 2001

In order to provide an opportunity to hear the comments and concerns of members of the Faculty Senate, the Student Advising Action Council held three meetings during the month of February, 2001. A total of 24 people attended the meetings.

Taking into consideration the comments and concerns of members of the Faculty Senate, it is proposed that an Advising Implementation Team, jointly appointed by the Faculty Senate and the President, be formed to address remaining critical issues so that implementation of the President's Advising Initiative can begin. The Council suggests that the Implementation Team be composed of members of the current Student Advising Action Council who are interested in continuing work on the advising proposal; chairs of the Academic Requirements Committee, the Scholastic Standards Committee and the Curriculum Committee; and members of the Senate. The critical issues to be examined are:

- **Resource issues.** There is widespread sentiment that resources need to be available to departments to implement their advising plans. Many believe that a portion of the money designated for the central advising office should be distributed among departments. The implications for support of departments and students, and for the full implementation of a mandatory advising system, will need to be explored. The Team must attend to how best to objectively evaluate resource needs for the implementation of departmental advising plans.
- **Issues of sustainability and potential role for a Faculty Senate constitutional committee.**
- **What does mandatory advising mean?** The Team will need to explore incentives for students to seek advising and consequences when they do not. Although the Council thought it was not in the best interests of the students or the University to place registration holds as a sanction for not fulfilling advising checkpoints, the Team should re-examine this possibility and its implications for resources, enrollment, and student satisfaction. Departments will propose in their advising plans how they will address their advising responsibilities.
- **Incentives for faculty and departments.** The Team will need to address rewards and incentives for faculty who advise and ways to raise the profile of advising.
- **Details of the advising report.** Unresolved issues that the Team will need to address include: the number of mandated advising sessions, accountability for incorrect advising, the timing of major declaration, and advising of transfer students, especially "special case" transfers.
- **Continuing to monitor the University's progress in addressing issues associated with major identification in the student information system.**
- **Piloting departmental plans in a few academic units.**
- **The Implementation Team will give a status report to the Senate at the June meeting.**

**PROPOSED AMENDMENT TO THE CONSTITUTION OF THE
PORTLAND STATE UNIVERSITY FACULTY**

Added text underlined. Moved text in *italic*. Deleted text ~~lined-out~~.

ARTICLE IV. ORGANIZATION OF THE FACULTY.

Section 4. Faculty Committees.

4) Standing Committees and Their Functions....

d) Curriculum Committee. This committee shall consist of five faculty members from the College of Liberal Arts and Sciences, one from each of the other instructional divisions, one from the Library, one from All Other faculty, two students, and, as consultants, the following or his/her representative, the Provost, and the Vice Provost for Curriculum & Undergraduate Studies, and a representative of the Office of Institutional Research & Planning. The committee shall: ...

g) Faculty Development Committee. This committee shall consist of five faculty members from the College of Liberal Arts and Sciences, one from each of the other divisions, two from the Library, and, as consultants, the following, or his/her representative, the Provost, and the Vice Provost for Graduate Studies & Research. It is desirable that the appointees be selected from among faculty members who are active and interested in research, teaching, or other scholarly activity. The committee shall: ...

j) Graduate Council. This council shall consist of five faculty members from the College of Liberal Arts and Sciences, one from each of the other instructional divisions, one from the Library, one from All Other faculty, two graduate students appointed upon recommendations by the Dean of Graduate Studies, and, as consultants, the following or his/her representative, the Provost, and the Vice Provost for Graduate Studies & Research, and a representative of the Office of Institutional Research and Planning. The Committee on Committees shall endeavor to select appointees only from among faculty members with an involvement in graduate education. The committee shall:...

l) Budget Committee. This committee shall consist of five faculty members from the College of Liberal Arts and Sciences, one from each of the other divisions, two students, the chairperson of the University Planning Council and, as consultants, ~~one of~~ the following or his or her representative, the Vice President for Finance and Administration, the Provost, and a representative from the Office of Institutional Research and Planning. The chairperson (or a designated member) shall serve on the University Planning Council. The committee shall:...

m) University Planning Council. The University Planning Council shall advise the Faculty Senate and the President on educational policies and planning for the University. Membership of the Council shall be composed of the chairperson of the Budget Committee, plus five faculty members from the College of Liberal Arts and Sciences, one faculty member from each of the other divisions, one classified member of PSU, and two students (one undergraduate and one graduate). The chairperson shall be selected from the membership by the Committee on Committees. The Provost, the Associate Vice President for Finance & Administration, and a representative from the Office of Institutional Research and Planning shall serve as consultants at the request of the Council. The chairperson (or a designated member) shall serve on the Budget Committee. The committee shall:...[end]

PROPOSED AMENDMENT TO THE CONSTITUTION OF THE PORTLAND STATE UNIVERSITY FACULTY

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The above change is by recommendation of the Senate Steering Committee.

March 12, 2001

MEMORANDUM

To: Faculty Senate *Robert Eder*
 From: Bob Eder, Chair, Graduate Council
 RE: Recommended for approval by the Faculty Senate:
 A. Public Administration/Political Science course proposals (CUPA)
 B. Systems Science course revision proposal
 C. Department of Anthropology course proposals (CLAS)
 D. Department of Biology course proposals (CLAS)
 E. Department of Foreign Languages - MA/MAT program modifications and course proposals (CLAS)
 F. Cross-list Ph 511 as ECE 598 (CLAS)
 G. Department of Geology - minor "clean-up" changes on MA/MS program requirements and course prerequisites. (CLAS)

A. Public Administration / Political Science course proposals (CUPA):

Public Administration and Policy Proposal (PAP)

PS 520 / PAP 620 Seminar in American Political Institutions (4)

The purpose of this course is to introduce graduate students to the field of American Politics, with a particular focus on American political institutions and their respective sub-fields within the discipline of political science. The course goal is to provide students a grasp of the basic workings of American political institutions and the major areas of research and theoretical debates surrounding each. In other words, this course maps the "lay of the land" of the American political system and the scholarship surrounding it, providing students with background preparation for more in-depth courses in their chosen areas of expertise and research.

Political Science Proposals

PS 427 / 527 The Politics of Public Opinion (4)

This course will provide students with solid foundations for understanding the nature and evaluating the role of public opinion in American democracy. It will also teach students how to interpret public opinion polls intelligently. Specific topics covered will include how "public opinion" has been defined historically and in contemporary discourse; the various influences that shape peoples' values, beliefs. And attitudes about politics; the methods that pollsters and survey researchers use to measure public opinion and problems with those methods; and the content of Americans' views on controversial political issues.

PS 473 / 573 Democracy and Development in the Caribbean (4)

This course examines issues of democracy and development in the Caribbean. It addresses such topics as the impact of the colonial legacy, political culture, political leadership, the state, civil society, social classes, racial politics, level of socio-economic development, transnational structures of power, their relationship to the possibilities of success or failure for democracy in the Caribbean. The course examines specific cases such as Jamaica, Trinidad and Tobago, Guyana, Puerto Rico and the Dominican Republic.

PS 474 / 574 Democracy and Development in Latin America (4)

This course examines issues of democracy and development in Latin America. It addresses such topics as the role of history, political culture, political leadership, political institutions, the state, the military, civil society, social classes, level of socio-economic development and their relationship to the possibilities of success or failure for democracy in Latin America. The case examines specific cases such as Argentina, Brazil, Mexico, Chile, Peru, Venezuela and Uruguay.

PS 476 / 576 Protest & Politics: Reggae (4)

This course examines how social movements from below are able to challenge elite-dominated regimes. Poor peoples's movements can constrain the cultural and ideological environment in which political parties operate. This course examines the emergence of the Rastafarian movement and its ideological challenge to first the British colonial government in Jamaica, and later the democratically elected governments in independent Jamaica.

Public Administration Proposals (Hatfield School of Government)

Note: Faculty resources to cover these new course offerings include new faculty from the public administration program transferred from Lewis & Clark and the expanded use of qualified practitioners.

PA 516 Current Issues in Public Management (3)

This course explores two major strategies for the reform of public organizations: 1) an economic-centered approach that emphasizes private market-place incentives and the measurement of outcomes and 2) a civic dialogue approach that advocates the use of deliberative processes, reliance on collaboration and a greater role of nonprofit organizations in the design and delivery of public services. The purpose of this course is to examine these approaches within the context of traditional models that have guided the public policy and management role of the bureaucracy in the American system of democratic governance.

PA 517 Leadership Development for Public Organizations (3)

This course focuses on two activities: 1) use of assessment instruments to prepare individual leadership profiles and 2) an examination of various leadership theories with applications to specific leadership situations. The goal of the course is to assist participants in understanding their own individual leadership styles and capacities and to better appreciate what is required to successfully lead at an individual, team/group/ organizational, and larger community level.

PA 518 Leading Public Organizations (3)

This course seeks to develop an understanding of the essential ingredients of leading public organizations, including: creating a vision, developing support for the vision, and transforming the vision into an organizational legacy. It focuses on the distinctive role responsibilities of the leader as an agent of the organization within the larger community setting, thus distinguishing the course from other leadership classes that focus on either an individual or organizational perspective. As part of this larger external focus, participants acquire the knowledge and skills to undertake inter-jurisdictional and strategic planning, conflict management, to work with the media and to develop and implement collaborative agreements.

PA 519 / 619 Civic Capacity (3)

This course examines the factors that contribute to the capacity of communities to create social agreement and to sustain collective action over time. The course provides students with an opportunity to evaluate current research on the factors that contribute to the

development of social capital and to apply this research to field-based community building activities.

PA 528 Organizational Leadership and Decision Making in Nonprofit Organizations (3)

This course introduces students to the theory and practice of leadership and decision-making in the nonprofit sector. It focuses on the relationship of leadership to management, governance and organizational effectiveness of nonprofit organizations. It covers both classic, modern and contemporary theories of leadership including, i.e., trait, style, situational, contingency, charismatic, transactional, transformational, team, and contemporary approaches to leadership and decision-making.

PA 529 Nonprofit Field Study in Oaxaca, Mexico (3-6)

This is an intensive immersion program in Oaxaca, Mexico offered by the Institute for Nonprofit Management in the Hatfield School of Government. The course includes nonprofit field study and site visits, cultural immersion homestays and visits to cultural sites. The program varies from year to year in the types of nongovernmental nonprofit organizations the students visit based in part on the interests of the students who register. Site visits in recent years have included programs for juvenile offenders and gang members, human rights advocacy groups, medical clinics, an AIDS education program, and a coalition of environmental groups. On-site translation is provided so that proficiency in Spanish is not necessary, but Spanish language study is part of the immersion experience.

PA 539 National Policy Process (3)

As a seminar in Public Administration, the National Policy Process is studied on-site in Washington D.C. Attention is paid to the actors and the action of policy process, to the institutionalization of that process, and to the administrative components of that process. Meetings are arranged with the key policy actors in appropriate organizations including the Office of Management and Budget, Congressional staff, lobbyists and think tanks, the General Accounting Office, regulatory boards and various agencies. A current piece of the legislation or set of legislative initiatives is used as a case study throughout the week.

PA 554 Policy Analysis Research (3)

This course requires students to become proficient in the use of reference tools for successfully undertaking policy research. Students are required to identify a policy issue and to use library and on-line resources to track a piece of public policy through the stages of agenda-setting, legislative policy-making, administrative implementation, court adjudication and follow-up analysis and evaluation of consequences. The course consists of a series of on-line exercises corresponding to each stage of the policy development and implementation process. The exercises are supplemented with discussion and lectures.

PA 564 Current Issues in Environmental Policy and Administration (3)

This course provides in-depth analysis of evolving issues in environmental and natural resources policy and administration. Topics for analysis vary from term-to-term. Examples of topics include: political approaches to sustainable development, issues in water and land, urban natural resource management, hazardous materials issues, the politics and policy of dams and dam removals, issues of governance in the Columbia River Basin, new models of environmental management. Noted practitioners from the region, senior administrators and advocates are frequent guest presenters in the class. Issues are developed and explored through multiple perspectives in the spirit of liberal education and professional development. The course meets the need of advanced students, professionals in the community and others with particular interest in these current issues.

PA 568 Forest Policy and Administration (3)

This course reviews the history, politics and institutions related to forest resources policy and management. The course focuses on how policy affecting public and private forest land is made and implemented. Case studies, largely from the northwestern United States, are used to examine these processes. History, laws and programs relating to forest land ownership, public and private forest management, and associated environmental protection are studied at the federal and state levels. Special attention is given to understanding how public values about forests develop, and how public values affect public policy related to forests held by public, nonprofit, industrial and private owners.

PA 569 Fish and Wildlife Policy and Administration (3)

This course reviews the history, politics and institutions related to fish & wildlife policy and administration. The course focuses on how policy affecting fish & wildlife is made and implemented. Case studies, largely from the northwestern United States, are used to examine these processes. Policy history is studied at the state and federal with particular attention to the federalization of authority in this arena and the role of interest groups in policy making and implementation. Current issues like endangered species, the role of tribes, biodiversity conservation, and inter-jurisdictional management to fish and wildlife are the focus of study.

PA 592 Voluntarism and Volunteer Management (3)

This course examines the historical, social and cultural context of voluntarism in America as a way of understanding who volunteers and why, and what difference it makes in the lives of organizations and communities. The course includes skill development in the management and administration of volunteer programs in a nonprofit organizational context, including volunteer program planning, evaluation of volunteer programs, recruitment, training and retention of volunteers.

PA 598 Values Based Management I (3)

This course introduces the model of values-based management as a method to enhance compatibility between the individual and the organization that is essential for decision making and supervision, particularly in nonprofit organizations. Students will develop a theoretical understanding of the elements of effective supervision and of the impact that a director / supervisor has on the human resource system in their organizations. Students will work through the process of clarifying agency mission, purpose, and values and develop skills for aligning their practices with these values.

Dropped Courses

PA 558 Public Productivity Analysis (3)

PA 575 Health Planning (3)

Course Prefix change

PA 611 to PAP 611 Theoretical Foundations of Governance (3)

B. Systems Science Course Revision Proposal

SYSC 529 / 629 Business Process Modeling and Simulation (change from 3 to 4 cr. hrs.)
(Rationale: Expansion of content and use of additional lab simulation software applications)

C. Department of Anthropology course proposals (CLAS)

Anth 426 / 526 Transnationalism and Migration (4)

In-depth exploration of globalization, transnationalism, and migration. Topics include colonialism and the history of world connections, the global economic system, cultural imperialism, nationalism and identity, migration, refugees, tourism, and the commodification of local cultures. Prerequisites: 8 credits in socio-cultural anthropology (Anth 304, 305 strongly recommended)

Anth 447 / 547 Advanced Topics in South Asian Anthropology (4)

In-depth exploration of a current topic in South Asian anthropology, especially in relation to social change, nationalism and conflict, colonialism, or modernization. Course materials will cover both theory and ethnography. Prerequisites: either Anth 317 or two related courses in Asian studies. (Anth 304, 305 strongly recommended)

Anth 490 / 590 The Anthropology of Violence (4)

Theoretical and ethnographic exploration of the nature of violence. Topics include identity politics and nationalism; the biology of aggression and the cultural meanings of pain; state violence; symbolic and structural violence; and human rights. Prerequisites: 8 credits in socio-cultural anthropology (Anth 304, 305 strongly recommended)

Note: Course Title change

Anth 432 / 532 Gender in Cross-Cultural Perspective (4)
(old title: Women, Culture, and Society)

D. Department of Biology course proposals (CLAS)

Bi 429 / 529 Conservation Biology (4)

Examination of the principles of conservation biology and applications of theory to conservation issues, globally and in the Northwest. Prerequisites: Bi 341, Bi 357, Bi 426 are required; Bi 387 recommended.

Bi 435 / 535 Plant Systematics (4) (Existing UG course; add G level offering)

Study of angiosperm classification, diversity and evolutionary relationships. Methods of phylogenetic analysis and current hypotheses regarding angiosperm phylogeny are emphasized. Lab will focus on the form and floral structure of about 30 local plant families. One 3-hour laboratory. Prerequisite: Bi 252, or equivalent for graduate student.

Bi 456 / 556 Developmental Biology (4)

Explores basic principles of how organisms develop from a fertilized egg into a complex, multicellular adult. Focuses on contemporary issues in developmental biology, including pattern formation, morphogenesis, determination and differentiation in vertebrates and invertebrates. Prerequisite: Bi 341 (Genetics), or equivalent for graduate student.

Dropped Course

Bi 483 / 583 Microbiology Laboratory (3)

E. Department of Foreign Languages - MA/MAT program modifications and course proposals (CLAS)

The M.A.T. w/ Initial License in Foreign Languages is expanding language offerings beyond French, German, and Spanish to include **Japanese**. Explicit admission requirements include a minimum GPA of 3.00 in all major language coursework taken as part of the B.A. degree, and oral / written proficiency: Advanced High on the ACTFL/ETS scale or 2+ on the FSI scale. A minimum of 28 graduate credits are required and may include 500-level courses that focus on the country or culture offered by other departments on campus, with permission of advisor. There are already 7 courses offered at the 500-level (JPN 511, 512, 520, 521, 552, 577, 578).

The M.A. in Foreign Literature and Language requests the addition of **Chinese** as a secondary language. Existing UG courses are to be listed as 400/500 level courses:

CHN 411/ **511**, 412/ **512** Advanced Chinese (4, 4)
CHN 413 / **513** Advanced Classical Chinese (4)
CHN 420 / **520**, 421/ **521** Readings in Chinese Literature (4, 4)
CHN 490 / **590** History of Chinese Language (4)

Along with standard course numbers:

CHN **504** Internship, CHN **505** Readings & Conference, CHN **508** Workshop CHN **509** Practicum, CHN **510** Selected Topics

Dropped Courses

CHN 311, 312, 313 Introductory Classical Chinese (4, 4, 4)
(Reconfigured content within 400 level course offerings)

F. Cross-list Ph 511 as ECE 598 (CLAS)

Ph 411 / 511 Introduction to Quantum Mechanics (4)
Request to cross-list Ph 511 as ECE 598 (faculty in both Departments can teach course)

H. Department of Geology - minor "clean-up" changes on MA/MS program requirements and course prerequisites. (CLAS)

Last year the Geology Department made a major overhaul of its course offerings. Subsequently, there are program requirement changes in the M.S. / M.A. in Geology and Geohydrology that also need Faculty Senate approval:

- (1) Delete G 553 Regional Geology as a required course.
- (2) Delete requirement of three quarters of G 507 Graduate Seminar P/NP only.
- (3) Replace completion of Advanced Graduate Record Examination in Geology (discontinued) with an advising committee evaluation of the student's record and work samples by the end of the first term of regular admission to recommend course work to remediate any deficiencies.

Prerequisites have also been clarified on a number of courses.

Dropped Course

G 427 / 527 Tectonics (4)

**Academic Requirements Committee (ARC)
Annual Report to the Faculty Senate
2000/2001**

March 12, 2001

The Academic Requirements Committee shall:

Develop and recommend policies regarding the admission of entering freshmen.

Develop and recommend policies regarding transfer credit and requirements for baccalaureate degrees.

Adjudicate student petitions regarding such academic regulations as credit loads, transfer credit, and graduation requirements for all undergraduate degree programs. Adjudicate student petitions regarding initial undergraduate admissions.

Make recommendations and propose changes in academic requirements to the Faculty Senate.

Report to the Senate at least once each year.

Act, in all matters pertaining to policy, in liaison with the chairpersons of the Scholastic Standards and Curriculum Committees, and with the chairperson of the Graduate Council

(Faculty Gov. Guide 2000/01)

Committee Members: Ruth Chapin (resigned February 2001), Dan Fortmiller (IASC consultant), Angela Garbarino (Degree Req. consultant), Kim Glanville, Ansel Johnson, Kris Kern, Yves Labissière, Jennifer Loney (chair), Kyra Ngo (student rep.), Judy Patton (UNST consultant), Terry Rhodes (Curriculum and UG Studies consultant), Patricia Wetzel (sabbatical)

During the period 9/15/00 to 2/28/01, ARC processed 409 petitions. Of those, 368 were granted, and 41 denied. (Of the 409 petitions, 102 petitions were automatically approved based on prior ARC permission.)

In 1996-97, 211 petitions were submitted, of which 193 were granted and 18 denied.

In 1997-98, 268 petitions were submitted, of which 254 were granted and 14 denied.

In 1998-99, 340 petitions were submitted, of which 311 were granted and 29 denied.

In 1999-00, 253 petitions were submitted, of which 234 were granted and 19 denied.

On May 25, 2000 the FLL approved the policy of recognizing ASL as satisfying the foreign language requirement. Sandy Rosengrant (FLL) and Doug Martin (Speech) are working together to set up a testing procedure for anyone wishing to use ASL as his/her language. A decision has not been made as of today, but the goal is to have a procedure in place and the new requirement in the 2001/02 University Bulletin by April 30, 2001.

On November 14, 2000 the ARC discussed the question "How are transfer students placed in University Studies, based on credit hours, when they started at PSU, left PSU for another institution, and then returned to PSU?"

ARC agreed to the following.

If a student leaves PSU and then transfers back, placement in University Studies is not affected if the student completes less than 12 transferable credit hours at another institution.

If a student leaves PSU and then transfers back, placement in University Studies is not affected if the student completes more than 12 transferable credit hours at another institution during a non-academic term only (summer).

If a student leaves PSU and then transfers back 12 credit hours or more, placement in University Studies will be based on the total of PSU credits and the transfer credits as long as the following is met.

12 transferable credit hours are completed in any combination of terms, with a maximum of 4 of the 12 credit hours completed in summer term
student is not concurrently enrolled at PSU and another institution

If a situation arises that is not covered by these statements a student always has the right to petition ARC.

On January 10, 2001 the ARC voted to treat portfolio preparation courses as sub-college courses and not accept them for transfer credit.

On January 10, 2001 the ARC voted to limit the number of Co-operative Education credits (404 and/or transfer credits) used toward graduation to 12 credits. This decision does not affect the use of other omnibus numbered courses used toward graduation.

In December 2000 and January 2001 ARC discussed questions concerning the use of the four (4) G 200 Field Studies (1 credit) for "lab or field-based" science credit as required by the BS degree. The ARC agreed to the use of these Geology Field Studies courses as lab courses to meet the BS field work requirement. This agreement was made after Ansel Johnson discussed this requirement and the Field Study courses with the Geology Department.

Since October 2000 ARC has been discussing the need for a University Prerequisite Policy. Currently there is not a University policy - although many departments have their own policies. There is no decision on this topic; however, the committee plans to continue the discussion and research the ability of Banner and DARS to monitor the prerequisite requirements. The SBA is willing to work with both DARS and Banner to test the ability to register based on completed prerequisites. This test will not take place any earlier than winter term 2002. Terry Rhodes is researching the concept of a University-wide prerequisite policy and will report his findings to the committee.

March 15, 2001

PROPOSAL FOR FACULTY SENATE DISCUSSION/DEBATE

(Submit to the Faculty Senate Steering Committee - Contact the Secretary to the Faculty, Sarah Andrews-Collier, for the deadline)

Sponsor: *LARRY F. CRAWSHAW*

Topic: *Athletics at PSU - Budgetary and Other Considerations*

Brief Description of Subject Matter:

The Athletics Department Provides a Valuable function at PSU but is a very expensive operation. We hope to examine the actual expenses in light of the benefits provided.

Tony Rofolo (Chair - Senate Budget Committee) will consult with the Budget Committee to suggest specific topics for discussion.

Discussants:

Scott Burns - Pres. - PSU Athletic Backers

Stan Hillman - Past Chair - PSU Faculty Senate Budget Committee

The discussants have been contacted and have agreed to participate.

Signature(s):

Larry F. Crawshaw *Anal Jh*